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ABSTRACT

The information in this packet has been selected for the purpose of assisting educators in their efforts to create and sustain effective schools for all students. The articles in Section I, "Overview and Resources," contain statistical profiles assessing minority progress, research information on the effects of desegregation, and practitioner-oriented lists of resource materials and organizations. The articles in Section 2, "Issues and Strategies," contain summaries of significant research findings and practitioner-oriented strategy checklists based on the research. The topics covered are a positive school climate; teacher expectations; issues in evaluation; monitoring student progress, testing and ability grouping; curriculum and instruction; instructional supervision and staff development; and discipline. (CMG)

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color our children carefully

A Guide to Equity and Excellence in Education

UD023546

The Mid-Atlantic Center for Race Equity
The American University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Overview and Resources

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INTRODUCTION

It is not the presence of the white child "per se" that leads to a higher achievement for the Negro child who associates with him in class; it is the quality of the education because the white child is there that makes the difference . . . — Kenneth Clark quoted by Derrick Bell, Jr., Harvard Law School in *Phi Delta Kappan,* November 1980.*

EDUCATION MAKES A DIFFERENCE

This research packet provides information that will assist educators in their efforts to provide equal opportunity for all students. As educators, we know that education makes a difference and that students can learn. School climate, building principals and, most importantly, classroom teachers can have a significant effect on the lives of our children and on the future of our country. We fully understand that the productivity of tomorrow requires the maximum utilization of all our resources, especially all of our human resources.

The Link between Equity and Excellence

It is estimated that by 1990, one out of every five Americans will be a member of a minority group. We cannot label an education system that fails to meet the needs of these minority students a quality system. The quality of an education system is best measured by its contribution to individuals and to society as a whole. Providing only some students with a good education denies society a large population of creative and productive workers.

Not only does quality education require equitable opportunities for all students; equity requires quality education. Equal access to an inferior education has a disproportionately negative effect on disadvantaged students who are less likely to learn the skills they need outside the educational system. An education that prepares today's student to be a productive rather than a dependent adult is our most cost-effective investment.

Effective Schools and Effective Desegregation

Equity and excellence in education are linked through the creation of effective schools. What does the research tell us about effective schools? How does this compare with the research on effective school desegregation? Research indicates that the factors that characterize effective schools are the very same as those that lead to effective desegregation. Both effective schools and effective desegregation require:

- a positive school climate with strong instructional leadership from the principal
- high teacher expectations
- monitoring of student progress
- a planned, effective curriculum emphasizing acquisition of basic skills
- staff training, evaluation and recognition

The information in this packet has been selected for the purpose of assisting educators in their efforts to create and sustain effective schools. The packet includes statistical profiles, summaries of research findings, instructional and managerial strategies, and suggestions for identifying practitioner-oriented resources. The specific topics have been chosen because of their link to the literature on effective schools, and they have been divided into two sections: **Overview and Resources** and **Issues and Strategies.**

Section I: Overview and Resources

The articles in this section contain statistical profiles assessing minority progress, research information on the effects of

*D.A. Bell, Jr., "Reassessment of Racial Balance Remedies," *Phi Delta Kappan* 62 (November 1980), p. 179.

desegregation, and practitioner-oriented lists of resource materials and organizations. Section I includes:

- Minority Progress: An Assessment
- Desegregation Makes a Difference
- Recommended Resources
- Organizations Providing Resources and Services

Section II: Issues and Strategies

The articles in this section contain summaries of significant research findings and practitioner-oriented strategy checklists based on the research. Section II includes:

- A Positive School Climate
- Teacher Expectations
- Issues in Evaluation: Monitoring Student Progress, Testing and Ability Grouping
- Curriculum and Instruction
- Instructional Supervision and Staff Development
- Discipline

We hope that you will review the research in this information packet and implement those strategies most appropriate to your efforts to provide all of our children with quality integrated education.

MINORITY PROGRESS: AN ASSESSMENT

In many ways the progress toward equal access to a quality education made since *Brown vs. Board of Education, Topeka, Kansas,* is extraordinary. Federal, state and local governments can no longer pass or enforce laws that segregate American people by race or national origin. Equal protection guaranteed by the 14th Amendment has been extended by civil rights legislation. Title VI of the 1964 Civil Rights Act, for example, specifically prohibits discrimination on the basis of race, color or national origin in programs receiving federal funding. Federal, state and local governments have passed a wide variety of legislation that has led to the implementation of policies and programs designed to assist groups that have been subjected to past discrimination. Minorities have moved into leadership roles in every segment of American life. The gap between minority and majority income has narrowed. Minority workers have been upwardly mobile, moving out of segregated job categories.

While blacks have made economic gains in the 1970s, the gap between black and white income and racial segregation by occupational category remains. In 1979, nearly twice the percentage of black men as white men were employed in low-paying occupations, such as service workers or laborers. Black women remain on the very bottom of the economic structure, earning significantly less than half of the income of white men. Additionally, the unemployment problem among minorities is severe. Official government unemployment statistics tend to underestimate minority unemployment; only those who are currently seeking work are counted as part of the labor force. Discouraged workers, those who have not sought a job for three or more months, are not counted as part of the labor force and therefore are not counted as unemployed. Nonetheless, as measured by official statistics, the black unemployment rate is increasing and is currently over twice the unemployment rate of whites.

The economic gains of minorities between 1970 and 1980 and the ongoing inequities are summarized below.

ECONOMIC

Economic Gains Between 1970 and 1980

- Black male income increased from 60% to 73% of the income of comparable white males (U.S. Department of Commerce, 1981, pp. 46-47).
- Black female income increased from 80% to 92% of the income of comparable white females (U.S. Department of Commerce, 1981, pp. 46-47).
- The number of black managers, professionals and craftworkers increased 71% as compared to a 30% increase among whites (Hill, 1981, p. 101).

Ongoing Economic Inequities

- In 1979 the median family income of high school graduates between the ages of 18 and 24 was $11,022 for blacks and $22,886 for whites (Hill, 1981, p. 105).
- In 1978 black women made only 38% of the income of white males (Dearman and Plisko, 1981, p. 152).
- In 1978 almost half of the white males (41.4%) in the labor force earned $15,000 to $25,000 a year for full-time, year-round work while half (50.8%) of black females earned only $5,000 to $10,000 for full-time, year-round work (U.S. Department of Labor, 1980, p. 75).
- In 1980 whites were 55% more likely than blacks to hold higher-level jobs and blacks were 65% more likely than whites to hold lower-level jobs (Hill, 1981, p. 101).

- In 1979 51.9% of black family members 18 to 24 years old and only 16.1% of the white family members of the same age category had an annual income of less than $10,000 (Hill, 1981, p. 101).
- In September 1981 total black unemployment for persons over 16 years was 15.6% compared to 6.3% among whites (Hill, 1981, p. 108).

During the decade of the 1970s there has been a steadily increasing proportion of minorities at every educational level from kindergarten through college. Blacks have made substantial progress in closing the credentials gap with whites through increases in doctoral and professional degrees. The educational gains of minorities between 1970 and 1980 and the ongoing inequities are summarized below.

EDUCATION

Gains in Educational Participation Between 1970 and 1980

- The proportion of black adults 25 to 34 who are high school graduates rose 20% as compared to 10% among similar whites (U.S. Department of Commerce, 1981, p. 25).
- College enrollments increased by 93% for blacks, 186% for Hispanics and 31% for whites (U.S. Department of Commerce, 1981, p. 23).

Ongoing Educational Inequities

- In 1980 75.5% of black students as compared with 86.9% of white students completed high school while 25.4% of white students and only 12.6% of black students completed college (U.S. Department of Commerce, 1981, p. 25).
- In 1980 blacks were enrolled in academic or college preparatory programs about 20% less often than whites while blacks were enrolled in vocational programs about 38% more often than whites (Dearman and Plisko, 1981, p. 26).
- In 1978 the national average for suspensions and expulsions indicates that blacks were twice as likely to be disciplined as whites (Dearman and Plisko, 1981, p. 116).

When comparing blacks and whites with similar educational levels, the higher the education the smaller the gap between black and white income. Several studies have shown that among college graduates black earnings compared favorably with those of their white counterparts. The median salary of black workers who have finished college is 97% of the salary of similar whites. Increases in education and income among blacks have helped raise the expectations among all black students. Education does make a difference!

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Dearman, N.B., and Plisko, V.W. *The Condition of Education: Statistical Report, 1981 Edition.* Washington: Government Printing Office, 1981.

Hill, R.B. *Economic Policies and Black Progress: Myths and Realities.* Washington: National Urban League, 1981.

U.S. Department of Commerce, Bureau of the Census. "Population Profile of the United States: 1980." *Current Population Reports/Population Characteristics* (Series P-20, Number 363). Washington: Government Printing Office, 1981.

U.S. Department of Labor, Bureau of Labor Statistics. *Perspectives on Working Women: A Datebook.* Washington: Government Printing Office, 1980.

DESEGREGATION MAKES A DIFFERENCE

Research indicates that school desegregation has made a positive difference in student attitudes, options and achievement.

ON ATTITUDES OF MAJORITY AND MINORITY STUDENTS

- Contact between different racial or ethnic groups reduces prejudice. Comprehensive overviews of the research on this issue are given by Mack (1968) and Amir (1976).
- Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and York (1966) and Katz (1976) found that desegregation at the earliest possible grades was associated with better race relations in later years of schooling.
- Epps (1978) reported that black students in desegregated schools experienced higher self-esteem and aspirations.

ON OPTIONS FOR MINORITY STUDENTS

- Crain (1970) found evidence that attending desegregated schools can lead to greater black participation in sales, craft and professional occupations.
- Crain and Mahard (1978), controlling for family background and college qualifications, found that black students from northern desegregated elementary and secondary schools are significantly more likely than black students from segregated schools to attend four-year colleges.
- Braddock and McPartland (1979) have shown that desegregation is self-perpetuating: minority students in desegregated high schools are more likely to attend desegregated colleges.

ON ACHIEVEMENT OF MINORITY STUDENTS

- Morrison (1972) found the achievement of Mexican-Americans to be higher in desegregated schools.
- Epstein (1980) found that black students performed better in an educational setting where all students are given equal status and in programs with flexible grouping practices rather than in programs which resegregate students through rigid ability grouping.
- Crain and Mahard (1980), using data from the National Longitudinal Study (NLS) of the high school graduating class of 1972, found a positive correlation between attending predominantly white schools and achievement for Mexican-Americans, Puerto Ricans, and Cubans.
- In a review of 11 studies examining the achievement of students desegregated at kindergarten, Crain and Mahard (1981) found that each study showed positive effects of desegregation on minority student achievement.

Study after study concludes that desegregation, especially if begun in the early grades, has positive effects on the attitudes of minority and majority students. In addition, minority students attending desegregated schools demonstrate higher achievement levels and have more options after completing high school.

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Amir, Y. "The Role of Intergroup Contact in Change of Prejudice and Ethnic Relations." In Katz, P.A. (ed.), *Towards the Elimination of Racism.* New York: Pergamon Press, 1976.

Braddock, J.H., II, and McPartland, J.M. *The Perpetuation of Segregation from Elementary-Secondary Schools to Higher Education.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1979.

Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D., and York, R.L. *Equality of Educational Opportunity* (U.S. Department of Health, Education and Welfare, Office of Education Publication No. 38001). Washington: Government Printing Office, 1966.

Crain, R.L. "School Integration and Occupational Achievement of Negroes." *American Journal of Sociology* 75 (1970): 593-606.

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Crain, R.L., and Mahard, R. "Some Policy Implications of the Desegregation Minority Achievement Literature." In Hawley, W.D. (ed.), *Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies.* Nashville, Tennessee: Vanderbilt University, Institute for Public Policy Studies, Center for Education and Human Development Policy, 198[illegible]

Epps, E.C. "The Impact of School Desegregation on the Self-Evaluation and Achievement Orientation of Minority Children." *Law and Contemporary Problems* 42 (Summer 1978):57-76.

Epstein, J. *After the Bus Arrives: Resegregation in Desegregated Schools.* Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980.

Katz, P. *Modification of Children's Racial Attitudes.* New York: City University of New York, 1976.

Mack, R.W. *Our Children's Burden: Studies of Integration in Nine American Communities.* New York: Random House, 1968.

Morrison, G.A., Jr. "An Analysis of Academic Achievement Trends for Anglo-American, Mexican-American and Negro-American Students in a Desegregated School Environment." Doctoral dissertation, University of Houston, 1972.

RECOMMENDED RESOURCES ON:

- EFFECTIVE DESEGREGATION
- TESTING & STUDENT ASSESSMENT
- MULTICULTURAL CURRICULUM
- DISCIPLINE & ALTERNATIVE STRATEGIES TO SUSPENSION
- PERSONNEL PRACTICES & EMPLOYMENT

RESOURCES ON EFFECTIVE DESEGREGATION

***Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies. Volume I: Strategies for Effective Desegregation: A Synthesis of Findings,* 1981.**

This comprehensive report identifies numerous strategies that are effective in implementing the goals of desegregation. It synthesizes research data and expert opinion from several different sources to provide guidelines for actions that are likely to enhance educational equity as well as the quality of instruction.

Order from: Center for Education and
Human Development Policies
Institute for Public Policy
Vanderbilt University
1208 18th Avenue South
Nashville, Tennessee 37212
Price: $10.00

Forehand, Garlie A. and Marjorie Ragosta. *A Handbook for Integrated Schooling,* 1976.

This report synthesizes research on the conditions and processes of effective school desegregation. It addresses integrated education in both elementary schools and high schools, including such topics as curriculum, extra-curricular activities, achievement and grouping, classroom organization, multiethnic teaching, home-school relations, discipline, staffing, and the nature of the leadership provided by the principal.

Order from: U.S. Government Printing Office
Washington, D.C. 20402
Price: free of charge

Genova, William and Herbert J. Walberg. *A Practitioner's Guide for Achieving Student Integration in City High Schools,* 1980.

This manual outlines six effective school practices, 13 integration "climate" characteristics and nine steps for setting a climate and implementing practices that will assist practitioners in integrating their schools.

Order from: National Institute of Education
Publications Office
1200 19th Street, N.W.
Washington, D.C. 20208
Price: free of charge

RESOURCES ON TESTING AND STUDENT ASSESSMENT

Blau, Zeron Smith. *Black Children/White Children: Competence, Socialization and Social Structure,* 1981.

This book discusses how differences in measured ability between black and white children are influenced by social processes affecting the development of intellectual competence. The results of this study provide strong evidence that the sources of these differences are social, *not* genetic, in origin.

Order from: Macmillan Publishing
Front and Brown Streets
Riverside, New Jersey 08570
Price: $19.95

Green, Robert L., and others. *Standardized Achievement Testing: Some Implications for the Lives of Children.* Paper prepared for the National Institute of Education Test Bias Conference, 1975.

This paper highlights the impact that testing has on curriculum development, especially during the early elementary grades. Two separate issues are involved: bias in the tests themselves and unfairness in the use of tests and test scores. In this paper, test bias is discussed in three parts: (1) bias stemming from content, (2) bias due to norming, and (3) bias resulting from the testing situation. The uses and abuses of tests are also discussed along with the political and economic implications of misuse.

Order from: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Price: $3.65 (specify ED #127-382)

Wright, Brenda J. and Vivian Isenstein. *Psychological Tests and Minorities,* 1975.

This report reviews research on psychological tests designed for minority groups. It includes the rationale for development of culture-specific tests.

Order from: National Institute of Mental Health
Public Inquiries Section
5600 Fishers Lane, Room 11-A-21
Rockville, Maryland 20857
Price: free of charge
(limited availability)

Implications for Minority Groups of the Movement Towards Minimum-Competency Testing: A Symposium Presented at the 1979 Annual Meeting of the National Council on Measurement in Education.

The impact of minimum-competency testing programs on minority students, reflecting four divergent views of the issue, is presented: Implications of Minimum-Competency Testing for Minority Students (A. Graham Down); Do Minorities Embrace the Concept of Minimum-Competency? (Ronald H. Lewis); Minimum-Competency Programs, Protected Classes, and Federal Agencies (M. Hayes Mizell); and Minimum-Competency Testing: The Newest Obstruction to the Education of Black and Other Disadvantaged Americans (Hugh J. Scott).

Order from: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Price: $3.65 (specify ED #198-163)

National Education Association. *Standardized Testing Issues: Teachers' Perspectives,* 1977.

This document is a collection of articles examining current testing practices and strategies for improvement. It focuses on issues related to test bias and uses and abuses of tests.

Order from: National Education Association
Order Department
P.O. Box 509
West Haven, Connecticut 06516
Price: $6.95 (specify stock number 1501-0)

"The NIE Adversary Hearing on Minimum-Competency Testing," *Phi Delta Kappan*, October 1981, pp. 87-94.

This article summarizes a debate sponsored by the National Institute of Education on the topic of minimum-competency testing. Presented are opposing views on minimum-competency testing and a delineation of the features of a high-quality minimum-competency testing program.

RESOURCES ON MULTICULTURAL CURRICULUM

National Study of School Evaluation. *Evaluation Guidelines for Multicultural Multiracial Education*, 1973.

Designed primarily for secondary schools, these guidelines assist school practitioners in reviewing school programs. They can be used for both self-evaluation and external team evaluation of the school. The guidelines cover the following areas: school and community setting, central office context, school structure, educational programs, student personnel services, decision-making, implementing change, and evaluation.

Order from: National Study of School Evaluation
5201 Leesburg Pike
Falls Church, Virginia 22041
Price: $5.00

Anderson, Thomas A., ed. *Guide to Implementing Multicultural Non-sexist Programs in Iowa Schools*, 1980.

In addition to providing a rationale for multicultural curriculum, the manual gives information about the role specific groups, such as school board members, administrators, advisory committees, teachers, and students, can play in the development of a multicultural curriculum. A self-evaluation checklist is also provided.

Order from: Educational Equity
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
Price: free of charge
(limited availability)

Banks, James A., ed. *Education in the 80's: Multiethnic Education*. Washington, D.C.: National Education Association, 1981.

A collection of articles dealing with multiethnic education, this book can serve as a guide for educators who want ethnic pluralism to be reflected, supported and respected in the classroom. It provides a philosophical background; a multiethnic, historical perspective; instructional guidelines; and planning procedures.

Order from: NEA Professional Library
P.O. Box 509
West Haven, Connecticut 06516
Price: $10.95 (paper — specify stock no. 3157-I-00)
$14.95 (cloth — specify stock no. 3158-X-00)

Butler, Lois and Lubomyr R. Wynar. *Building Ethnic Collections*, 1977.

This annotated bibliography provides reference, non-fiction and fiction titles, and audio-visual materials for 56 ethnic groups.

Order from: Libraries Unlimited, Inc.
P.O. Box 263
Littleton, Colorado 80160
Price: $22.50

Grant, Carol A., ed. *Multicultural Education: Commitments, Issues, and Applications*, 1977.

Prepared by the Association for Supervision and Curriculum Development's Multicultural Commission, this book is a compilation of articles discussing a rationale for multicultural education, issues that schools must address and curriculum strategies. The last section includes application techniques for the classroom.

Order from: Association for Supervision
and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314
Price: $7.00

RESOURCES ON DISCIPLINE AND ALTERNATIVE STRATEGIES TO SUSPENSION

Moody, Charles, Junious Williams, and Charles Vergon, eds. *Student Rights and Discipline: Policies, Programs and Practices*, 1978.

This is a compilation of papers on school discipline. Issues discussed include student rights and discipline; legal influences on student rights and discipline; race and student suspension. The final chapter presents practical strategies for alternatives to suspension.

Order from: Programs for Educational Opportunity
University of Michigan School
of Education
1046 Education Building
Ann Arbor, Michigan 48109
Price: free of charge

Children's Defense Fund. *School Suspensions: Are They Helping Children?*, 1975.

In this report the issue of school suspensions is examined. The beginning chapters discuss the rationale for suspensions, why students are suspended and what educators say about suspension. Racial discrimination in the use of suspensions

and what can be done to eliminate it are also covered. The final chapter presents some school districts' alternatives to suspensions.

Order from: Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
Attention: Publications
Price: $5.50
(prepayment by check or money order requested on orders of less than $10.00)

National School Resources Network. *Core Curriculum in Preventing and Reducing School Violence and Vandalism*, 1980.

A set of seven workshop packets that includes materials necessary to conduct workshops for school personnel on discipline issues. The set provides information on issues related to discipline, school climate, interpersonal relations, security and environment.

Order from: National School Resources Network
5530 Wisconsin Avenue, N.W.
Suite 1600
Washington, D.C. 20015
Price: free of charge
(limited availability)

RESOURCES ON PERSONNEL PRACTICES AND EMPLOYMENT

Calvert, Robert. *Affirmative Action: A Comprehensive Recruitment Manual*, 1979.

Designed to help organizations locate, recruit and employ minority group members, this manual stresses what to do rather than what not to do. It includes suggestions of the best sources for minority recruiting, including colleges with high enrollments of minorities, useful organizations, specialized search firms and minority media including newspapers, periodicals, radio and TV. Information is also included on ways to conduct nonbiased interviews, gain acceptances to job offers, and create a work atmosphere in keeping with affirmative action goals. It also contains an extensive bibliography of the latest materials in the field.

Order from: Garrett Park Press
Garrett Park, Maryland 20896
Price: $10.00 for a review set
(a leader's manual and one workbook)

Hayes, Harold P. *Realism in the EEO*, 1980.

This book contains practical information for those working in equal employment opportunity at the program level. Included are data related to building EEO models and programs for increasing the relative number of minorities.

Order from: Wiley and Sons
Eastern Distribution Center
1 Wiley Drive
Somerset, New Jersey 08873
Price: $30.95
(specify book #0471057967)

McNamara, Donna B., Joseph J. Scherer, and Mark J. Safferstone. *Preparing for Affirmative Action: A Manual for Practical Training*, 1978.

This publication specifies group procedures for affirmative action workshops. Provided are guidelines for workshop preparation, directions for group exercises and background information on issues and legislation.

Order from: Garrett Park Press
Garrett Park, Maryland 20896
Price: $10.00 for a review set
(a leader's manual and one workbook)

Stanton, Erwin C. *Successful Personnel Recruiting and Selection within EEO/Affirmative Action Guidelines*, 1977.

This book describes a practical system to recruit, interview and select personnel in compliance with EEO requirements. It introduces the sequential system, a step-by-step system designed to optimize the time of the personnel specialist so that he/she can more quickly and effectively select qualified applicants. Included is a simulated interview with a job applicant.

Order from: American Management Association Bookstore
135 West 50th Street
7th Floor
New York, New York 10020
Attention: Phillip Brown
Price: $8.95

ORGANIZATIONS PROVIDING RESOURCES AND SERVICES

CENTER FOR EQUAL EDUCATION, School of Education, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0327

The Center for Equal Education is a clearinghouse of information and research on inequality of education due to race, ethnic background and economic level. Materials in the clearinghouse are available for on-site use. The publications catalog offers a comprehensive listing of articles, journals and books that have been published by the center. INTEGRATEDUCATION is a bi-monthly journal containing results of research on equality and reviewing recent events in school desegregation. *The Education of Poor and Minority Children* is a two-volume reference on the education of poor and minority students in the United States and throughout the world. A complete list of publications is available from the center.

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS (CSOS), The Johns Hopkins University, Baltimore, Maryland 21218, (301) 366-3582

The center disseminates information on how changes in the social arrangements and organization of classrooms, schools and school systems affect student learning. Several research reports of school desegregation are available from this center. "Three Reports on New Directions in School Desegregation Research" (Report #312, July, 1981) address what future directions school desegregation should explore. Contact the center for copies of the publications as well as additional information on desegregation.

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN, Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, New York 10023, (212) 757-5339

Established by the Council on Interracial Books for Children (CIBC) in 1975, the Resource Center develops and disseminates teaching and training materials on race equity for education and community groups. In addition, it offers workshops to help educators identify and counteract race and sex bias in learning materials. Each year a catalog is published listing available materials.

DESEGREGATION STUDIES TEAM, National Institute of Education, 1200 19th Street, N.W., Washington, D.C. 20208, (202) 254-8897

The Desegregation Studies Team, established in 1975, focuses on research and development related to school desegregation. The team facilitates student learning and school desegregation by providing literature and sponsoring contracts and grants for research in school desegregation. "Staff Development Programs in a Desegregated Setting" (February, 1983) provides federal policy-makers and local school administrators with an overview of the various approaches taken to staff development for desegregation. "A Practitioner's Guide for Achieving Student Integration in City High Schools" (November, 1980) offers guidelines by which teachers and administrators can promote student integration in their schools. "Desegregation of the Nation's Public Schools" (February, 1979) is a status report concerning desegregation in 47 school districts. All the materials listed are free of charge and can be requested from the studies team. Ask for a publications list which contains titles of all available documents.

ERIC CLEARINGHOUSE ON URBAN EDUCATION (ERIC/CUE), Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027, (212) 678-3437

One of the specialized clearinghouses in the ERIC system, ERIC/CUE collects, evaluates and disseminates published and unpublished materials concerning education of blacks, Puerto Ricans, Asian-Americans, Caribbean immigrants, and other urban, ethnic and national groups. These ERIC/CUE Fact Sheets are available: "Reforming the Large Urban High School" (June, 1981); "Minority Groups and the Arts" (April, 1981); "Instructionally Effective Schools" (March, 1981) and "How to Make School Desegregation Work—Some Advice from the Research" (March, 1981). Ordering information is available through the clearinghouse.

MID-ATLANTIC CENTER FOR RACE EQUITY, The School of Education, The American University, Washington, D.C. 20016, (202) 686-7555

Funded under Title IV of the Civil Rights Act of 1964, the Mid-Atlantic Center for Race Equity is the race desegregation assistance center serving public schools in Maryland, Virginia, West Virginia and the District of Columbia. Located at The

American University in Washington, D.C., the center assists school districts in ensuring equal educational opportunity to all students regardless of their race or ethnic group. Emphasizing quality education, the center provides technical assistance and training services such as diagnosis and evaluation, staff development, resource identification and dissemination. All services are free of charge upon request from school district superintendents.

NATIONAL PROJECT ON DESEGREGATION STRATEGIES, National Education Improvement Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 81295, (303) 830-3787

Jointly sponsored by the Education Commission of the States, the National Association of State Boards of Education, and the Council of Chief State School Officers, this national project encourages states to promote race desegregation and aids them in their efforts to provide equal educational opportunity. The task force is responsible for identifying issues for study and for proposing state-level policies related to race equity. It has established a clearinghouse and provides technical assistance to state agencies. Publications are available for a nominal fee.

A POSITIVE SCHOOL CLIMATE

A school with a positive climate is one characterized by trust and caring, mutual respect between students and teachers, and high morale. Research studies (Kelly, 1980; Edmonds, 1979; Edmonds and Frederiksen, 1978; Brookover and Lezotte, 1977; Fox and others, 1977; Brookover and others, 1976; Frederiksen, 1975) reveal that a positive school climate:

- is conducive to learning because of positive teacher attitudes, high teacher expectations and emphasis on skill acquisition
- provides opportunities for teacher and student dialogue, and is designed to allow teacher and student input into the development and maintenance of academic and social goals and procedures
- includes effective instructional management, a variety of instructional techniques emphasizing continuous academic and social growth, and a comprehensive program of staff evaluation and training
- encourages teachers to identify and to modify those behaviors or techniques that are not working
- is safe and orderly without requiring rigid adherence to inflexible rules
- is relatively free of vandalism and discipline problems
- is characterized by positive attitudes, high expectations and an effective school curriculum

Mary Reese, Assistant Superintendent for Personnel and Staff Development, Charlottesville (Virginia) Public Schools, emphasizes the importance of identifying factors that contribute to creating a positive school climate. Too often, task forces to improve attendance, reduce referrals to the office, or reduce the number of failing grades have concentrated on the symptoms of the problem rather than on the causes. Ms. Reese recommends a comprehensive review of climate variables to identify root causes of behavioral and academic problems. A sample checklist (developed by Howard, 1980) to assess school climate is presented below. (See box.)

IMPROVING SCHOOL CLIMATE

How Positive Is Your School's Climate?

This brief checklist will give you a quick overview of your school's climate. Rate each of the items using the following code:

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly agree

If your answers total 30 or more, you perceive your school has a very positive climate.

* * * * * * * * * *

As compared with other schools which serve pupils similar to our own,

_____ 1. our school has comparatively few discipline problems

_____ 2. vandalism is not a problem in our school

_____ 3. attendance is good in our school

_____ 4. student and staff morale is high

_____ 5. pupil achievement is high

_____ 6. pupils feel a high sense of ownership and pride in this school

_____ 7. people (staff and students) in our school trust one another, care about one another, and respect one another a great deal

_____ 8. our school's various social groups (cliques) communicate well with one another, respect one another, and work together well for the benefit of the school

_____ 9. our students and staff frequently participate in problem solving and school improvement activities

_____ 10. the threat level in our school is low (people are not afraid of being treated disrespectfully, becoming failures, or being physically harmed).

_____ TOTAL

The Role of Minority Staff in Creating a Positive School Climate

Minority administrators, teachers and counselors are essen-

tial to a positive school climate. In an integrated school, minority administrators, teachers and counselors should be at least proportionally representative of the minority population in the school. Research indicates that minority teachers and counselors have a significantly positive effect on the achievement of minority students.

- Black teachers are less likely than white teachers to place black children in lower tracks (Epstein, 1980).
- Minority teachers tend to give minority students more attention in non-academic situations and to be more equitable in their instructional grouping (System Development Corporation, 1980).
- A study of minority elementary school students disclosed that they reach higher levels of achievement in classes with minority teachers, other things being equal (Bridge, Judd and Moock, 1979).
- Black students in high schools with black counselors are more likely to obtain scholarship aid to both black and white colleges. In the schools that have a higher percentage of black faculty, black students of equal achievement test scores receive higher grades and are more likely to attend college (Crain and Mahard, 1978).

Minority staff members thus affect the placement and the achievement of minority students. Their presence on the faculty positively affects students' self-esteem and assists in boosting overall school morale.

THE PRINCIPAL'S ROLE IN ESTABLISHING A POSITIVE SCHOOL CLIMATE

While many factors contribute to creating an effective desegregated school and to establishing a positive school climate, research studies point to the leadership of the school principal as the single most important factor. The school principal can, through strong instructional leadership, build an equity network of teachers, counselors and building administrators that has a significantly positive effect on the quality of education that is provided. Study after study demonstrates the central importance of the principal's role in establishing the necessary climate for both quality education and desegregation. Research (Crain, Mahard and Narot, 1981; Cross, 1981; Carney, 1979 a, b, c, d; Edmonds, 1979; Gottfredson and Daiger, 1979; Forehand and Ragosta, 1976; St. John, 1975; and Turnage, 1972) indicates that effective principals engage in the following behaviors:

- identifying and articulating goals and priorities
- ensuring that equitable rules of conduct are established for staff and students
- promoting instructional strategies that emphasize student achievement
- emphasizing a commitment to positive race relations
- providing support for staff development and identifying ways to reward excellent teachers
- maintaining high expectations for teachers and students
- establishing a comprehensive system of ongoing evaluation of staff and students
- establishing an orderly atmosphere that enhances learning
- monitoring instruction to ensure that the actual class curriculum and activities match that which was planned

In sum, a positive school climate is an important characteristic of both effective schools and effectively desegregated schools. The single most important factor in establishing a positive school climate and in establishing an effective desegregated school is the leadership of the school principal. In addition, minority representation on the teaching, counseling and administrative staff contributes to a positive school climate.

STRATEGIES: SCHOOL CLIMATE

This list can be used by administrators and teachers to identify strategies for providing a positive school climate.

- School norms encourage positive teacher attitudes and high teacher expectations.
- School norms encourage teachers and students to contribute to the development and maintenance of academic and social goals and procedures.
- School norms encourage ongoing teacher-student dialogue.
- School norms emphasize skill acquisition for all students.
- School norms stress the utilization of a variety of instructional techniques.
- School norms encourage teachers to identify and modify instructional techniques that do not work.
- School norms encourage a safe and orderly environment.
- There is proportional representation of minority administrators, teachers and counselors.
- There is active attention given to recruiting, supporting and retaining minority administrators, teachers and counselors.
- The school principal provides strong leadership.
- The school principal identifies and articulates goals and priorities.
- The school principal promotes an orderly atmosphere that enhances learning.
- The school principal encourages the use of instructional strategies that positively affect student achievement.
- The school principal monitors instruction to ensure that the actual class curriculum and activities match that which was planned.
- The school principal demonstrates a commitment to positive race relations.
- The school principal maintains high expectations for teachers and students.
- The school principal ensures that equitable rules of conduct are established for staff and students.
- The school principal provides support for staff development and identifies ways to reward excellent teachers.
- The school principal establishes a comprehensive system of ongoing evaluation of staff and students.

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TEACHER EXPECTATIONS

Research tells us that teachers tend to form expectations about what students can achieve and how they will behave. These expectations can become self-fulfilling prophecies. Positive teacher expectations improve behavior and increase achievement. When teachers are told that randomly selected students are high achievers, or that these students have been identified as "intellectual bloomers" who are expected to make high academic grades, teacher behavior varies enough to have significantly positive effects on student performance, both in the classroom and on I.Q. tests (Rosenthal and Jacobson, 1968; Good and Brophy, 1971; Bloom, 1981; Good, 1981).

Research findings clearly demonstrate that teachers have greater expectations for, pay more attention to, and give higher grades to students who have been labeled high achievers, students who come from higher socioeconomic classes, and students who are white.

- Woodworth and Salzer (1971) asked 119 elementary teachers in graduate education classes to evaluate identical reports read three weeks apart by a black and a white sixth-grade male student. The white student received significantly higher ratings on seven of the 10 evaluations: introduction, variety, unity, transition, clarity, significance, and overall grade. The bias was present in teachers who were employed in both urban and suburban school districts.

- Antonopolis (1972) found that very few studies have examined teacher judgments of black and white children in natural settings. One study identified by Antonopolis found clear differences in both teacher expectations and behavior ratings toward white, black, and Spanish-surnamed children. Teachers had higher expectations for white pupils and their behavior was also evaluated more positively than either black or Spanish-surnamed children. These differences held for both boys and girls.

- In a study of student teacher interaction with a sample of 264 black and white seventh- and eighth-graders, it was found that black youngsters were given less attention, ignored more, praised less, and criticized more than their white counterparts. Black youngsters labeled as "gifted" were the most criticized, least praised, and given the least attention. Furthermore, this study found that student teachers higher in dogmatism differentiated more in their treatment of blacks and whites. (Rubovitz and Maehr, 1973).

- Sixty-two white teachers were asked to evaluate taped oral responses containing identically worded answers spoken by white and black ninth-grade boys. Teachers assigned significantly higher evaluations to recorded answers by white than by black males and when black males gave objectively superior answers, their responses were not given higher evaluations than the poorer answers by white boys (Crowl, 1971).

- Good and Brophy (1971) examined teacher interaction with children perceived as high and low achievers in four first-grade classrooms. Children perceived as low achievers received fewer reading turns in reading groups, fewer opportunities to answer open or direct questions, fewer opportunities to make recitations, and were less apt to call out answers. Children perceived by the teacher as high achievers received more praise and less criticism than children perceived as low achievers. Even when children perceived as low achievers gave the right answer, they were less likely to be praised than children perceived as high achievers who had answered correctly. When children perceived as high achievers experienced difficulty, the teacher repeated or rephrased the question or gave a clue 67% of the time. They gave the answer or allowed another child to answer 33% of the time. For the children perceived as low achievers, the teacher provided help only 38% of the time and terminated the response opportunity 62% of the time.

- Studies by Forehand, Ragosta and Rock (1976) and by the System Development Corporation (1979) suggest that positive teacher racial attitudes are associated with enhanced minority achievement. This research is consistent with the "Pygmalion Effect" identified by Rosenthal and Jacobson (1968) and replicated in a large number of studies. Results indicate that higher teacher expectations result in better student performance.

Thus we can see that it is not uncommon for students to adjust their behavior to teacher expectations. Teachers are more likely to perceive minority children and children from lower socioeconomic classes as low achievers. They tend to behave differently toward children who have been labeled low achievers. These students are not provided with equal opportunities to participate in classroom instruction.

Summaries of the research (Good, 1981 and Moran, 1981) indicate that teachers are likely to:

- interact more with high achievers and ignore and interrupt low achievers more frequently
- ask more and higher level questions of high achievers and provide low achievers with questions that require simple recall
- follow up with probing questions for high achievers and call on someone else if a low achiever is unable to provide a prompt, accurate response
- provide a longer wait time for high achievers to respond to a question and cut off response time for low achievers who hesitate
- seat high achievers closer to the teacher's usual position and cluster low achievers further away
- praise high achievers more often and criticize low achievers more frequently
- provide supportive communications for high achievers and engage in dominating behaviors with low achievers
- provide high achievers with detailed feedback and give less frequent, less accurate and less precise feedback to low achievers
- demand more work and effort from high achievers and accept less from low achievers

STRATEGIES: EQUITY IN THE CLASSROOM*

The list that follows can be used by teachers as a self-evaluation tool to review their own classroom behaviors in light of the expectations they are communicating to students. It can also be used by supervisors to assess teacher performance in the classroom.

- All students (minority and majority, high achieving and low achieving) are held accountable to the same standards for participation in classroom discussions.
- All students are given proportionately equal time to participate in classroom interactions.
- All written and verbal evaluations are related to academic skills and the particular abilities being assessed.
- Teachers make a special effort to avoid the use of stereotypes in assessment of and reaction to pupil behavior and achievement.
- Teachers' instructional strategies relate to the individual learning styles of both majority and minority students.
- Teachers group students in a manner that avoids segregated instructional or classroom activities.
- Teachers ensure that parents/guardians of majority and minority students are informed about student progress and classroom and school goals.
- Teachers maintain a uniform standard of behavior for both majority and minority students.
- If minority or low-achieving students are less active in classroom discussions, special efforts are made to include those students.
- All reprimands relate to the misbehavior and are not applied differently on the basis of race, national origin, sex or achievement level.

*Adapted from *Microteaching Skills for Interact* by Myra and David Sadker. For further information, contact Drs. Myra and David Sadker, School of Education, The American University, Washington, D.C. 20016.

- Teachers provide clear and specific information about student work indicating what is right and what is wrong, suggesting that students can improve.
- When providing negative feedback, teachers encourage both minority and majority students, high achievers and low achievers to try harder.
- Students are not assigned to seating, lines, teams for contests or groups for instruction on the basis of race or achievement levels.
- Special efforts are made to avoid race, ethnic and sex stereotypes in assigning classroom helping tasks, roles and responsibilities.
- Special efforts are made to achieve classroom integration when students self-segregate in seating arrangements or other forms of classroom organization.

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ISSUES IN EVALUATION: MONITORING STUDENT PROGRESS, TESTING AND ABILITY GROUPING

Three aspects of monitoring student progress are explored below: the need for a comprehensive analysis of student needs and achievement; the nature of standardized tests and their use and impact on students; and the pros and cons of minimum competency testing (MCT) programs. In addition, since many school districts use standardized tests as the basis for ability grouping, an overview of research findings on the impact of ability grouping on desegregation efforts is provided.

Research reveals that effective schools have an ongoing system of evaluating student progress. Accurate evaluation of student progress assists students in selecting the most appropriate courses and programs. Student evaluations should be based on the widest possible student profile. Student profiles are most accurate when they are developed from a variety of evaluation sources including teachers, counselors, parents, students and their peers. Educational program decisions should not be based solely on standardized tests that may be culturally biased and lack curricular validity.

As Jane Mercer (1974) has pointed out, the rights of children are often violated by inappropriate assessment practices. She lists five rights of children:

- the right to be assessed as a multidimensional human being
- the right to be fully educated
- the right to be free of stigmatizing labels
- the right to ethnic identity and respect
- the right to be evaluated within a culturally appropriate framework

Inadequate assessment can have a tremendous impact on the lives of students, causing improper educational placement, restricting educational access, and limiting employment opportunities. Unfortunately, many assessment instruments are culture specific and value based, and have significant economic implications for minorities and those of lower socio-economic status. Many assessment instruments reflect middle class values and attitudes rather than linguistic, cognitive and cultural experiences common to all groups.

Standardized Tests

Standardized tests tend to measure skills and facts that are more accessible to children from middle and upper socio-economic classes. A low test score does not indicate whether a child lacked opportunities to learn or indeed is a slow learner. This distinction is critical.

The argument against the use of standardized tests revolves, for the most part, around a consideration of *how the tests are used.* Specifically, the controversy centers on how the lower scores of certain groups are interpreted and translated into school practices. Many teachers and school administrators use standardized tests to group students by ability. Research suggests that ability grouping influences teacher expectations and becomes a self-fulfilling prophecy.

- It is estimated that more than fifty million American children take at least three standardized tests a year. Of these, an estimated 10 percent, or some five million children are subjected to tests that are culturally inappropriate, the results of which can significantly affect their future educational and career opportunities (Goslin, 1967; Bosma, 1973; Weber, 1974).
- In 1971 Findley and Bryan carried out an extensive review of the research and literature concerning ability grouping and concluded that ability grouping is widely practiced in American school systems. Seventy-seven percent of the school systems surveyed do some ability grouping. Over 80 percent of the systems that group by ability use standardized tests either as the sole criterion or along with other criteria.

- A National Education Association study (1980) found that the majority of schools use scores from group standardized achievement tests at the building level for diagnosing individual student learning needs (87 percent) and evaluating the curriculum (75 percent). A significant number use the scores for tracking or grouping students (43 percent).
- There is some evidence that the child who does poorly on an achievement test may be so discouraged that performance on future tests is jeopardized. Each new failure experience builds on previous ones in leading a child to view himself/herself as a failure. When a child's academic self-concept declines, performance in a competitive test situation suffers (Bridgeman, 1974).
- Such atmosphere variables as examiner characteristics and perceived use of test results have been found to have a detectable negative effect on test performance and motivation of minorities and perhaps on majority members too (Sattler, 1974; Katz et al., 1972; Epps, 1974). There is some conflicting evidence but the conclusion generally is that an examiner of the same race is most likely to be facilitative, especially with young children.

In sum, standardized tests (which are not matched to school curriculum and which measure skills and facts more accessible to middle class students) are being used to group students by ability. Additional studies have demonstrated that ability grouping tends to exaggerate performance differences among students as they progress through the grades.

Ability Grouping

Rigid ability grouping leads to resegregation within schools and has a negative effect on student achievement. Here's what the research says:

- In a two- and one-half-year examination of a single group of young black children, Rist (1970) found that ability grouping within a single classroom tended to progressively exaggerate differences in academic performance. Social and economic differences outside the classroom were generally replicated within the classroom with the teacher's differential treatment an important influence on the children's achievement.
- The evidence indicates that rigid ability grouping and tracking tend to segregate by race with black, Hispanic and foreign-born students overrepresented in lower levels and in vocational and general tracks (Harnischfeger and Wiley, 1980).
- Larkins and Oldham (1976) point out that rigid ability grouping and tracking not only resegregate students while they are in their tracked classes, but that they affect students' schedules for all other classes. This leads to resegregation in classes not consciously tracked.
- Crain, Mahard and Narot (1981) found that ability grouping in newly desegregated southern junior and senior high schools tends to have harmful effects on achievement but beneficial effects on race relations, and that ability grouping in elementary school has harmful effects on both.
- In an eight-year study on the prevalence of labeling children from minority groups as retarded, Krasner (1977) found that among community agencies, the public schools were the primary labelers and that children labeled as mentally retarded by schools were less deviant than those so labeled by other agencies. Children from lower socioeconomic classes have a higher probability of being labeled mentally retarded. Krasner recommended that testing should take into account a child's language, cultural and racial origin and be nondiscriminatory in order to be effective in assessing, classifying and placing children in the public schools.
- In an extensive review of the literature, Morrison and Gurin (1980) found that every study on ability grouping underscored the important effect ability grouping has on teacher expectations of student performance.
- The evidence on the impact of ability grouping on achievement at the secondary level is the same as that at the elementary level—negative impact on low ability groups and no consistently positive impact on high ability groups (Froman, 1961).

Ability grouping can thus become a self-fulfilling prophecy. Based on a low test score a student may be placed in a "slow" or remedial class and treated accordingly. Such treatment may serve to guarantee that the student will not learn and will thereby remain below average.

Pros and Cons of Minimum Competency Testing (MCT) Programs

Minimum competency testing (MCT) programs require an exit assessment, usually a written examination, for promotion to the next grade or for graduation. These programs can help students to gain necessary knowledge and skills; however, when MCT is poorly implemented it can be used to reinforce rigid ability grouping and track students into classes of low achievers where teachers have low performance expectations. There has been much debate about the positive and negative effects of MCT. In a three-day NIE-sponsored evaluation hearing in Washington, D.C., W. James Popham (1981) of UCLA maintained that it is likely a MCT program will yield beneficial outcomes if it includes all of these seven characteristics:

(1) conscientious selection of competencies;
(2) appropriate competency tests;
(3) teaching/testing congruence;
(4) multiple testing opportunities;

(5) adequate phase-in time;
(6) sensible setting of standards;
(7) coordinated staff development.

Unfortunately, many minimum competency testing programs are implemented without curriculum validity; that is, students are not necessarily taught the knowledge on which they are tested. Middle class students who tend to have greater access to information tend to score higher.

A MCT program should be matched with the school's curriculum thereby assuring teaching and testing validity. This will ensure that students have the necessary knowledge and skills for each new learning task. Under these conditions, equal opportunity for learning becomes a reality for all students. John Fremer (1979) of the Educational Testing Service has developed a list of the positive and negative aspects of MCT identified by educators. Many of the positive characteristics of MCT are more likely to occur when the testing program is matched to the curriculum.

Three of the eight areas of impact in Fremer's list are printed below to highlight the sharp differences in educational philosophy between the proponents and opponents of MCT:

	Positive	Negative
Students	Early identification of need Clear goals Provision of remediation Monitoring of progress	Negative label Restriction of options in school Denial of diploma Reduction of postsecondary opportunities
Teachers	Instructional management information Clear goals Inservice training—remediation, measurement Supplementary aid More opportunities for individualized instruction	Unrealistic assignments Loss of jobs Loss of freedom Parental pressure Law suits
Curriculum, Instruction, and School Climate	Clearer statement of objectives and priorities Focus on applications Increase in emphasis on writing More extensive remedial options Increased emphasis on standards Better match of students and programs	Restriction of curriculum Cram books and coaching Divisiveness inside of school Strong limits on innovation

MCT programs can be useful if carefully designed and implemented; if poorly conceived, however, they can lead to rigid ability grouping. All student assessment procedures and techniques must be accurate, nonbiased and based on what students have been taught. Otherwise, they are likely to result in harmful tracking and rigid ability grouping. Student progress should be evaluated through a multidimensional student profile, with standardized tests as only one element in the evaluation procedure. Additionally, students should be provided with frequent, ongoing information about their progress. The more specific the information, the more useful it will be in providing guidance for student learning.

STRATEGIES: MONITORING STUDENT PROGRESS, TESTING AND ABILITY GROUPING

The following list can be used to identify teaching and management strategies that can help prevent bias in testing and rigid ability grouping.

- All test and appraisal forms have been reviewed for content or scoring that discriminates or limits options on the basis of race, color, sex, religion, or national origin.
- Standardized tests are not used as the sole criterion to place students.
- Educational decisions are based upon student profiles that include parent, student and teacher recommendations as well as classroom tests and grades, and interest inventories.
- Students are clearly informed as to the purpose of each test.
- Students are trained in test-taking skills.
- Students are periodically reassessed and prior educational decisions can be changed based upon this new information.
- Procedures have been implemented to assure curricular and instructional validity in all minimum competency tests.
- Alternative mechanisms have been provided for testing students of limited English-speaking ability.
- Guidance personnel and teaching staff have been given inservice training to identify cultural bias in testing and the counseling process.
- Policies and procedures have been developed to assure maximum flexibility in student assignments.
- Policies, procedures and instructional techniques have been developed to assure flexible and integrated groupings within classes.
- Inservice training has been developed to assist teachers in understanding the negative effects of labeling and ability grouping students.
- Class enrollments are reviewed to monitor segregation of students by race.
- Competencies identified in MCT programs have been objectively determined.
- Competencies have been clearly defined.
- Instructional strategies are based upon the defined competencies.
- Minimum competency tests measure the stated competencies.

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CURRICULUM AND INSTRUCTION

Although the traditional definition of curriculum is a sequence of course offerings, this article considers curriculum in a broader sense. In addition to course offerings, the curriculum of a school includes textbooks, other instructional strategies, teaching procedures and techniques. Effective instructional plans require teachers to use multicultural instructional materials along with a wide variety of instructional techniques and strategies. The curriculum must be both well organized and flexible. Instructional techniques that are extremely effective for one student or group of students may not work for others. This discussion of curriculum will provide an overview of multicultural instructional materials and effective instructional strategies.

Multicultural Instructional Materials

The importance of nonbiased multicultural instructional materials to both positive race relations and effective teaching has been emphasized by experts and upheld in the research. The self-fulfilling effects of textbook stereotyping on the attitudes of students have been well documented (Jackson, 1944; Litcher and Johnson, 1969; Roth, 1969; Lachat, 1972; Forehand and Ragosta, 1976; Genova and Walberg, 1980; System Development Corporation, 1980). Students' attitudes and perceptions are affected by the images they see in instructional materials. If minority students can find only a few characters like themselves and those are in stereotyped roles, they perceive themselves as less important and less worthy than others. For majority students, stereotypes of minority group members can be strengthened by the limited images presented in the instructional materials. Thus, stereotyped images in biased instructional materials affect members of both minority and majority groups. Although textbooks have improved somewhat in recent years, Thomas (1981) cites a 1980 report from the U.S. Commission on Civil Rights documenting that in many books white boys still dominate, white girls still cry a lot, minority boys must still overcome all odds before they can be accepted and minority girls still do not exist.

Myra and David Sadker (1982) in their work on bias in instructional materials have identified six common forms of bias. (See box below.)

THE FORMS OF BIAS IN CURRICULAR MATERIALS

INVISIBILITY: Certain groups are underrepresented in curricular materials. The significant omission of women and minority groups has become so great as to imply that these groups are of less value, importance and significance in our society.

STEREOTYPING: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their own unique abilities, interests and full potential.

IMBALANCE/SELECTIVITY: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspective concerning the contributions, struggles and participation of women and minorities in our society.

UNREALITY: Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer the problems that plague our society.

FRAGMENTATION/ISOLATION: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream.

LINGUISTIC BIAS: Curricular materials reflect the discriminatory nature of our language.

Linguistic bias can take many forms and is often the most subtle form of race bias. We tend to be unaware of the fact that some words and phrases represent a particular perspective and distort the understanding of the reader. The use of the word "victory," for example, to describe a battle between native Americans and whites when the native Americans were defeated and the word "massacre" to describe those battles won by native Americans is a form of linguistic bias. Additionally, it is not uncommon to see adjectives asserting that a particular individual is different from the stereotyped image of the minority group to which he or she belongs, e.g., the qualified black applicant or the well-dressed Mexican-American. These forms of linguistic bias are both subtle and pervasive and can have a severely negative impact on the aspirations and achievement of minority students.

Effective Instructional Strategies

Analysis of the research has indicated that some instructional strategies are more effective than others in improving student learning. Four dimensions of teacher behavior have been identified as affecting how students learn: the use of instructional time, questioning techniques, classroom atmosphere, and feedback and reinforcement techniques.

While it may seem obvious, research has confirmed that student learning increases when teachers focus on academic goals and involve students in the learning process (Bloom, 1980). In addition, the amount of time spent on learning tasks is a key variable affecting classroom learning. Since more time on task produces more gains, attention should be focused on increasing instructional activities that lead to learning (Stallings, Needels and Stayrook, 1979; Stallings, 1980; Levin and Long, 1981). For many years, educators have known that students learn in different ways. To meet the learning needs of all students, teachers must use a variety of instructional techniques (Hunter, 1979).

Teachers often direct their questions toward those students who appear to be involved in the lesson. Students who do not wish to answer have learned to look puzzled or look away (Good and Brophy, 1969 and 1971; Good, 1970). Yet in order to increase learning, teachers need to involve all students in the learning process (Brophy, 1979; Hiller, 1974). Teachers often direct simple recall questions to students considered low achievers while addressing higher order questions to those considered high achievers (Good, 1970). In this way, high achievers have their thinking expanded, an important skill for all students, while low achievers continue to field the less challenging questions (Mayer, 1975). Researchers have found that teachers do not wait a sufficient amount of time after stating a question, especially if the response requires thinking processes beyond immediate recall. If teachers increase this "wait time" to five seconds (called "lapse time" by other researchers such as Atwood and Stevens, 1976) students have greater opportunity to formulate an answer (Rowe, 1969 and 1978). When students do not respond immediately, teachers rephrase the question or ask probing questions to stimulate thinking for high but not low achievers. Treating low achievers similarly can help them to focus on the material and further involve them in the learning process (Baker and Snow, 1972; Good and Brophy, 1973).

Teacher expectations set up self-fulfilling prophecies. Teachers must believe that every student has the potential to learn and instruction should be based on the identified needs of each student rather than on stereotypes based on race, color or socioeconomic level. While the classroom atmosphere should emphasize academic achievement, the environment should also be relaxed and supportive (Rosenthal and Jacobson, 1968; Good, 1981).

Feedback is critical if students are to be aware of their progress. Praise should be sincere and specific rather than routine and generalized. It is particularly appropriate when students may not realize their accomplishments. Criticism should also be specific, and the student provided an opportunity to correct mistakes (Levin and Long, 1981). Teachers should concentrate on the type of praise rather than the frequency (Brophy, 1981; Stallings, 1976).

The major findings of these research studies are summarized below.

The use of instructional time	• focusing on academic goals • emphasizing time on task • promoting extensive content coverage as well as high levels of student involvement in the learning process • utilizing different models and strategies with different students
Questioning techniques	• directing questions to specific students rather than to volunteers • increasing wait time to five seconds, especially if the student is being asked to reorganize facts, interpret information or form opinions • rephrasing questions when students do not answer • addressing different levels and types of questions to students at all achievement levels
Atmosphere	• establishing a task-oriented, relaxed environment • behaving as if every student has the potential to learn
Feedback	• utilizing sincere praise to encourage and reinforce learning • monitoring student progress and providing regular instructional feedback

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STAFF DEVELOPMENT AND INSTRUCTIONAL SUPERVISION

INSTRUCTIONAL SUPERVISION AND STAFF DEVELOPMENT

Effective schools require planned coordination between instructional supervision and staff development. The importance of a comprehensive system of instructional supervision has been consistently upheld in the research (Forehand, Ragosta and Rock, 1976; Lieberman and Miller, 1981; Whitmore, Melching and Frederickson, 1972; Kruse, 1976; Moore and Schaut, 1976; System Development Corporation, 1980). Teacher supervision should be part of a systematic diagnosis of teacher and student needs. Through classroom observations and cooperative analysis of the observation data, the principal/supervisor and the teacher can identify individual teacher needs and plan appropriate teaching strategies. For those needs that are common to many teachers, a staff development program should be designed. Thus, a comprehensive program linking instructional supervision to staff development utilizes classroom observation both to help identify staff development needs and to evaluate the impact of staff development programs.

Research indicates that staff training is a key factor in both equity and excellence in education. There is considerable evidence that training teachers in learning theory, in instructional strategies, and in how bias and discrimination may operate in their disciplines and in the classroom has a strongly positive effect on student achievement (Whitmore, Melching and Frederickson, 1972; ESEA Title III Project, 1974; Acland, 1975; Moore and Schaut, 1976; Kruse, 1976; Chow, Rice and Whitmore, 1976; U.S. Commission on Civil Rights, 1976; Redman, 1977; Hillman and Davenport, 1977; Carney, 1979, a, b, c, d).

Based on these studies we can make the following recommendations for staff development:

- A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, physical education, extracurricular activities) should be implemented.

- Equity-related staff development should not be limited to special programs. It should be incorporated into regular faculty meetings, departmental meetings and building meetings.

- Staff development should assist teachers in the following areas:
  - identification and implementation of a variety of curricular and instructional techniques
  - identification of how bias and discrimination operate to deny students equal educational opportunity
  - identification of how staff members can avoid and counteract bias and discrimination in their schools and in their classrooms
  - techniques for implementing a multicultural curriculum
  - techniques for monitoring students
  - techniques to study their own classroom behavior and interactions with students

- Staff development should provide opportunities for teachers in similar areas to develop a variety of approaches for their disciplines.

- Staff development programs should be followed by action plans that are supported by administrative provision of time and necessary assistance to implement change.

- Personnel functions should be an integral part of the equity effort. Employment practices should be monitored and grievance procedures made clear.

- Teachers should receive consistent messages of support from the central administration for implementation of equity efforts.

- As incentives for teachers, job performance evaluation should be tied to staff involvement in implementing equity objectives.

- School systems without trained or experienced person-

nel to organize and run staff development workshops should locate other resources such as regional race desegregation assistance centers, teacher centers and professional associations to assist in conducting training and identifying resources.

STRATEGIES: STAFF DEVELOPMENT

The following list can be used by administrators and teachers to identify strategies for implementing a comprehensive program of instructional supervision and staff development.

- There is a staff development policy advocating an ongoing, system-wide program to train staff members and update their skills and knowledge in implementing equity in all aspects of the educational program.
- Ongoing instructional supervision is an agreed-upon, accepted practice at the school.
- Instructional supervision includes regular classroom observation.
- Race affirmative evaluation criteria have been incorporated into all teacher evaluation procedures.
- Principals, supervisors and teachers analyze classroom observations cooperatively and use data for designing staff development programs.
- Programs have been developed to enhance staff awareness of the ways bias and discrimination may operate in the school, in particular program areas, and in classrooms.
- Regular staff development programs are developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to achieve race equity throughout the system.
- Equity-related staff development is integrated into regular faculty meetings, departmental meetings, and building meetings throughout the year.
- Assistance is sought from race equity specialists when additional expertise is needed.
- Time, assistance, recognition and reward are provided for personnel who successfully implement equity practices in their educational responsibilities.
- The school system provides administrators, teachers, counselors, and other staff access to opportunities (both inside and outside the system) to develop multiethnic curriculum materials and strategies.
- There is a multidimensional evaluation system to review the staff development program including the assessment of impact in the classroom.

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DISCIPLINE

Positive and negative teacher attitudes significantly affect student behavior. Negative teacher attitudes tend to foster negative, rebellious behavior among the students. Positive teacher attitudes contribute to positive student self-concepts, respect for self and property, and a decrease in disciplinary problems. Research studies disclose that:

- If teachers develop favorable concepts of students and communicate those concepts through student-teacher interaction, student self-concepts will improve and discipline problems will decrease (Brown, MacDougall and Jenkins, 1972).
- Teacher training in discipline techniques and interpersonal relations positively affects teachers' attitudes toward students. These more positive attitudes are helpful in improving student self-images, reducing punitive teacher behavior, and decreasing incidences of disruptive student behavior (Hyman, 1979).
- In many schools only four or five teachers make approximately 80 percent of the referrals for suspension. This suggests that the problem may be with negative teacher attitudes rather than with student performance (Rollin, 1978).
- There is a link between the lack of minority teachers and principals and a disproportionate number of suspensions of minority students. This study concludes that minority teachers and counselors tend to have the most positive attitudes toward minority students (Arnez, 1978).

Minority students are disciplined and suspended more often than white students. Several reports document that a disproportionate number of blacks are being suspended or excluded from schools for less serious offenses than their white peers. There is evidence that school rules are differentially enforced by race. This is particularly significant because schools with high suspension rates for minority students have a disproportionate number of those students dropping out of school.

- A highly disproportionate number of black students are suspended. While black students comprised only 16% of students enrolled in the nation's schools in the fall of 1978, they were 29% of all the students suspended, 27% of the expulsions and 29% of all corporal punishment cases (Dearman and Plisko, 1981; Arnez, 1976; Kaeser, 1979).
- In a study of the 21 largest school districts, one researcher found that 72% of all students suspended were black (Arnez, 1978).
- In court testimony Kester indicated that black students attending predominantly white Dallas, Texas schools were suspended at a rate 600% higher than black students attending predominantly black Dallas schools (Hall, 1978).
- Black students are not only suspended more frequently, but their suspensions are also for longer periods of time. Thus, these students lose time in school, drop out of school, or fail to meet graduation requirements; they enter the job market with fewer work skills (Hall, 1978).
- A study by the Children's Defense Fund showed that 27% of the suspended black students were suspended at least three times in a school year, while this was true for only 11% of white students (1974).
- Minority students were suspended more often for "subjective" offenses and for less serious offenses than their white peers (Foster, 1977).
- Schools that had a disproportionate number of blacks suspended also had a disproportionate number of blacks drop out (Bennet and Harris, 1981; Grantham, 1981).

In sum, research has substantiated the fact that minority students receive a disproportionate share of the most severe disciplinary measure—suspension. Teacher attitudes have been shown to have an impact on the nature of discipline problems in the school. Positive teacher attitudes contribute to a decrease in discipline problems; negative teacher attitudes and limited expectations can play an important role in the disproportionate number of discipline problems among minority students.

STRATEGIES: DISCIPLINE

The following list can be used by administrators and teachers to identify school and classroom strategies that can decrease minority discipline problems.

- Teachers demonstrate positive expectations for appropriate classroom behavior to both majority and minority students.
- Appropriate classroom behavior is positively reinforced.
- Teachers communicate their expectations for classroom behavior early in the school year.
- Suspension is considered a measure of last resort.
- Staff development programs provide training in interpersonal relations and disciplinary techniques exploring alternatives other than suspension or expulsion.
- School administrators, professional staff, support staff, students and parents have cooperatively developed a disciplinary code.
- The disciplinary code clearly delineates appropriate and inappropriate school behavior and the consequences of the latter.
- The disciplinary code is widely publicized and distributed to all staff, students and parents.
- There is administrative commitment to the nondiscriminatory enforcement of the disciplinary code.
- Disciplinary procedures are monitored to ensure equitable, nondiscriminatory application.
- Accurate records of disciplinary actions are maintained recording the offense, the referral source, the race, sex and ethnic background of the student, contact made with the parent/guardian, action and the follow-up steps.
- Data are periodically reviewed for patterns indicating disproportionate disciplinary actions against any particular group of students or by any particular segment of the staff.

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Issues and Strategies

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